Bradley Elementary

3032 Pinebelt Rd.
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	390 Students	
Principal	Dr. Erica L. Fields	803-738-7200
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Below Average**	**Below Average**
2008	At-Risk	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent − School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good − School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average − School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average − School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk − School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

http://ed.sc.gov
http://www.eoc.sc.gov

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

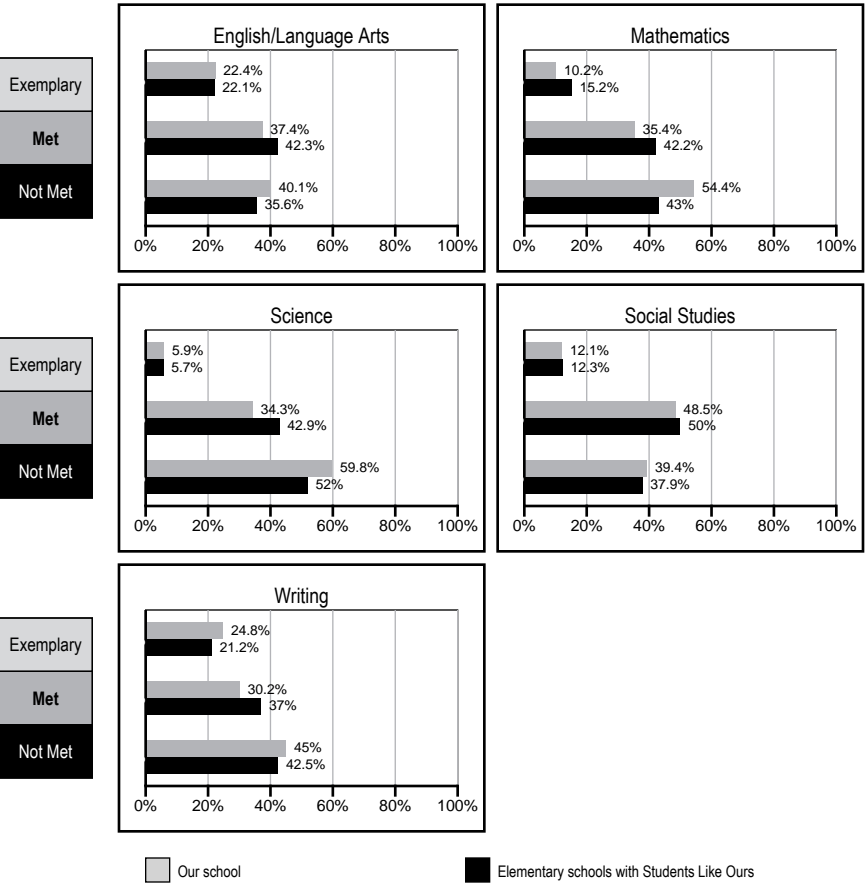| Percent of students tested in 2008-09 whose 2007-08 test scores were located	95%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	70	64	32

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)

English/Language Arts

	Our school	Elementary schools with Students Like Ours
Exemplary	22.4%	22.1%
Met	37.4%	42.3%
Not Met	40.1%	35.6%

Mathematics

	Our school	Elementary schools with Students Like Ours
Exemplary	10.2%	15.2%
Met	35.4%	42.2%
Not Met	54.4%	43%

Science

	Our school	Elementary schools with Students Like Ours
Exemplary	5.9%	5.7%
Met	34.3%	42.9%
Not Met	59.8%	52%

Social Studies

	Our school	Elementary schools with Students Like Ours
Exemplary	12.1%	12.3%
Met	48.5%	50%
Not Met	39.4%	37.9%

Writing

	Our school	Elementary schools with Students Like Ours
Exemplary	24.8%	21.2%
Met	30.2%	37%
Not Met	45%	42.5%

☐ Our school   ■ Elementary schools with Students Like Ours

* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=390)				
First graders who attended full-day kindergarten	95.2%	Up from 65.2%	100.0%	100.0%
Retention rate	3.0%	Up from 2.6%	2.5%	1.9%
Attendance rate	96.2%	No Change	96.0%	96.3%
Eligible for gifted and talented	5.0%	Down from 9.5%	3.3%	10.0%
With disabilities other than speech	12.5%	Down from 13.9%	7.5%	7.7%
Older than usual for grade	0.3%	Down from 0.7%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	71.9%	Up from 70.0%	57.1%	59.4%
Continuing contract teachers	84.4%	Down from 90.0%	71.4%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.8%	Down from 94.1%	82.0%	85.9%
Teacher attendance rate	95.5%	Up from 93.9%	95.2%	95.1%
Average teacher salary*	$52,433	Up 4.6%	$45,725	$47,149
Professional development days/teacher	6.4 days	Down from 7.3 days	10.7 days	11.1 days
School				
Principal's years at school	10.0	Up from 9.0	3.0	4.0
Student-teacher ratio in core subjects	14.3 to 1	Down from 18.0 to 1	16.7 to 1	18.8 to 1
Prime instructional time	90.7%	Up from 88.6%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	$8,951	Up 11.8%	$8,624	$7,458
Percent of expenditures for instruction**	80.4%	Down from 80.8%	68.2%	68.8%
Percent of expenditures for teacher salaries**	77.3%	Down from 78.1%	62.0%	63.2%

*   Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

Report of Principal and School Improvement Council

Francis W. Bradley Elementary is an inner-city school located at 3032 Pinebelt Road in Richland County School District One. The school's organizational structure consists of child development through grade five, with a current enrollment of 384 students.

Bradley is a Professional Development School and maintains an alliance with the University of South Carolina. Professional Development is a key component in ensuring that quality instruction occurs through research-based best practices. Members of the faculty and the administration have undergone extensive training as part of the SC Reading Initiative, with a strong emphasis on improving reading and writing instruction. Early intervention is the key to success for our young learners. In grades CD-1, Breakthrough to Literacy is implemented to develop the skills and knowledge young learners need to become competent readers. Class size was reduced in first grade, and students who enter first grade lacking basic skills in reading receive assistance from a reading interventionist.

Other interventions across the grade levels include a daily math focus which provides hands-on math instruction the first 25 minutes of each school day for students in grade K-5. Accelerated Reader is integrated in the reading program in grades 2-5. Additional reading and math instruction is provided through the Success Maker, which is a computer-assisted instructional program incorporated into the computer lab. Our instructional program is further enhanced through the school's technology lab, which encourages the integration of technology into the instructional program. Each classroom is equipped with at least 3 computers to be used for research and project-based instruction. Teachers plan weekly for flexible, small-group instruction for students who need assistance. Students who score below basic on PACT are provided assistance in our after-school tutorial program. Our R.E.A.C.H. tutors (retired educators) provide small-group instruction during the day for students at the cusp of moving to the next level of achievement in grades 3-5.

Bradley's state-of-the-art facility was renovated in 2002 to feature a new kindergarten wing, gymnasium, science lab, music room, keyboard lab and two computer labs. The school makes use of the latest technology. Parents have high expectations of the school and support the school's motto, "Excellence in Action." An active PTA and School Improvement Council, parent volunteer programs, and attendance at school-sponsored events are evidence of parent and community involvement. Over the past several years, Bradley has received numerous awards. In May 2005, Bradley's status as a "Flagship School of Promise" was renewed. In 2004, the school was the recipient of the Red Carpet Award, presented by the S.C. Department of Education. In March 2007, Bradley's School Improvement Council received Honorable Mention as one of the 5 finalists for the Dick and Tunky Riley Award. In March 2009, the school was the recipient of the Healthier US School Challenge Gold Award. The school's friendly and warm environment makes it a wonderful place for students to learn and "BEE."

Deidra Weeks, SIC Chairperson
Dr. Erica Fields, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	42	27
Percent satisfied with learning environment	97.0%	87.8%	74.1%
Percent satisfied with social and physical environment	87.9%	85.7%	84.6%
Percent satisfied with school-home relations	63.6%	88.1%	80.8%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress   YES

This school met 15 out of 15 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Group

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
All Students	169	98.8	37.9	39.9	22.2	74.5	78.6	82.8	Yes	Yes
Gender										
Male	78	98.7	40.8	40.8	18.3	69	74.4	79.3	N/A	N/A
Female	91	98.9	35.4	39	25.6	79.3	82.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	10	I/S	I/S	I/S	I/S	I/S	93.7	89.5	I/S	I/S
African American	156	98.7	39.7	38.3	22	73	74.6	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.1	92.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	80.5	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	82.5	I/S	I/S
Disability Status										
Disabled	41	97.6	69.4	25	5.6	38.9	51.2	52	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	77.9	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	144	98.6	42.7	38.2	19.1	71.8	74.1	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
All Students	169	98.8	51.6	38.6	9.8	62.7	70.3	78.9	Yes	Yes
Gender										
Male	78	98.7	49.3	40.8	9.9	60.6	67.8	77	N/A	N/A
Female	91	98.9	53.7	36.6	9.8	64.6	72.7	80.9	N/A	N/A
Racial/Ethnic Group										
White	10	I/S	I/S	I/S	I/S	I/S	89.9	87.2	I/S	I/S
African American	156	98.7	52.5	37.6	9.9	62.4	64.6	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.5	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	79.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	79.5	I/S	I/S
Disability Status										
Disabled	41	97.6	72.2	25	2.8	30.6	36.5	45.5	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	79.7	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	144	98.6	55	37.4	7.6	60.3	64	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	115	99.1	57.1	36.2	6.7	42.9	58.1	67.5
Gender								
Male	53	100	54.2	41.7	4.2	45.8	57	67
Female	62	98.4	59.6	31.6	8.8	40.4	59.1	68
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	85.9	79.5
African American	109	99.1	57.6	36.4	6.1	42.4	50.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	58.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	28	96.4	79.2	16.7	4.2	20.8	27.5	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	53.2	59.6
Socio-Economic Status								
Subsized meals	100	99	60	33.3	6.7	40	49.1	55.1
Social Studies								
All Students	111	98.2	39.6	48.5	11.9	60.4	65.2	72.3
Gender								
Male	50	100	45.8	41.7	12.5	54.2	63.1	71.5
Female	61	96.7	34	54.7	11.3	66	67.2	73.2
Racial/Ethnic Group								
White	6	I/S	I/S	I/S	I/S	I/S	87.9	80.7
African American	103	98.1	38.3	50	11.7	61.7	59.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.9	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	63.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	27	92.6	56.5	39.1	4.3	43.5	36.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.6	67.9
Socio-Economic Status								
Subsized meals	94	97.9	42.5	48.3	9.2	57.5	58	62.1

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	170	95.9	45	30.2	24.8	55	63.9	70.2	96.2	95.9
Gender										
Male	78	93.6	50	29.4	20.6	50	55.8	63.2	95.9	95.7
Female	92	97.8	40.7	30.9	28.4	59.3	71.9	77.5	96.4	96.2
Racial/Ethnic Group										
White	12	83.3	I/S	I/S	I/S	I/S	86.2	79.1	95.7	96
Africian American	155	97.4	45.7	30	24.3	54.3	58	57.6	96.2	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.9	86.2	93.1	96.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	63.8	62.6	96.9	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	68.7	N/A	94
Disability Status										
Disabled	40	82.5	N/AV	N/AV	N/AV	3.4	22.3	26.1	95.1	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	61.2	61.2	N/A	96.2
Socio-Economic Status										
Subsized meals	139	96.4	47.6	31.5	21	52.4	56.7	58.9	96.3	95.7

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Grade Level

Year	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
			English/Language Arts				
2009	3	59	100	35.2	33.3	31.5	64.8
	4	57	100	50	31.5	18.5	50
	5	53	96.2	26.7	57.8	15.6	73.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
			Mathematics				
2009	3	59	100	44.4	42.6	13	55.6
	4	57	100	63	27.8	9.3	37
	5	53	96.2	46.7	46.7	6.7	53.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
			Science				
2009	3	32	100	50	32.1	17.9	50
	4	57	100	63	35.2	1.9	37
	5	26	96.2	52.2	43.5	4.3	47.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
			Social Studies				
2009	3	27	100	34.6	42.3	23.1	65.4
	4	57	100	29.6	63	7.4	70.4
	5	27	92.6	71.4	19	9.5	28.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
			Writing				
2009	3	59	93.2	40	28	32	60
	4	58	100	55.6	24.1	20.4	44.4
	5	53	94.3	37.8	40	22.2	62.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample